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AUTHOR Matriello, Gary, Ed.; Venables, Thomas J., Ed.
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ABSTRACT

This bibliography includes an overview of the literature on alternative education. The overview places the literature under five headings: critical literature; reform literature; reconstructional literature; experimental literature; and directories, manuals, and clearinghouse information. (JP)

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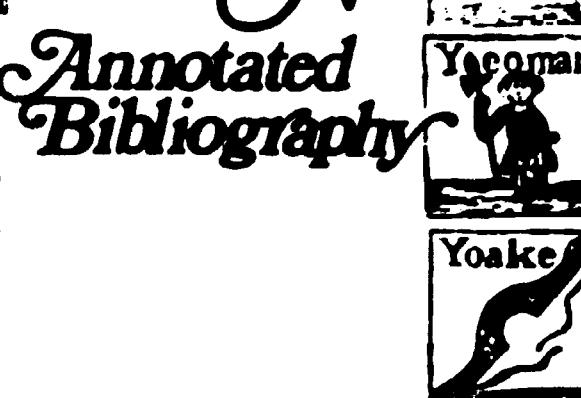
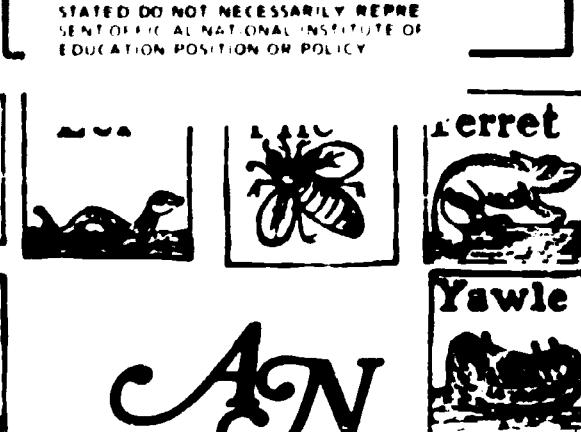
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Annotated Bibliography



VERBS.



Books & Films about Alternative Education



ALTERNATIVE EDUCATION

An Annotated Bibliography

Edited by:

Gary Natriello and Thomas J. Venables

Contributing Editors:

Norman Fruchter, Julien Thompson

and

The Staff and Students at Changes, Inc.

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State Coordinators:

Connecticut	-	Dr. Harriet Gesler
Delaware	-	Dr. Howard E. Row
New Jersey	-	Dr. Edmond H. Weiss
New York	-	Dr. Norman Kurland
Pennsylvania	-	Mr. Herbert J. Edwards
Puerto Rico	-	Ms. Sara Lopez
Virgin Islands	-	Mr. Peter Rasmussen

Project Address:

**Edmond H. Weiss
Director, Title V Alternatives Project
Bureau of Planning
Divisions of Research, Planning and Evaluation/Field Services
New Jersey State Department of Education
P.O. Box 2019
Trenton, New Jersey 08625**

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ALTERNATIVE EDUCATION AN INTRODUCTORY OVERVIEW OF THE LITERATURE

by Thomas J. Venable

In terms of an overview of the literature related to alternative education, there seem to be several major categories of discussion. The literature in the field of alternatives in education is an exciting and popular one. Many diverse opinions as to theory, techniques, organization, and radical social change comprise the almost endless series of publications that are available.

One can identify five types of literature concerning alternative education:

1. **The literature that provides a critical analysis of the existing educational process in contemporary society (critical literature).**
2. **The theoretical considerations of a progressive reform of the school in terms of alternatives in education (reform literature).**
3. **The reconstructionist literature that facilitates and enables transformation to occur, and provides examples of that change in demonstrated alternatives (reconstructional literature).**
4. **The experimental literature that portrays varieties of alternative methods in education (experimental literature).**
5. **Directories, manuals, and clearinghouse information.**

This overview of the literature will be based on the above categorical framework. The author recognizes that there are innumerable ways of looking at the literature and that much of the literature overlaps the stated theoretical categories. Nevertheless, it is felt that these categories can aid in the understanding and utility of the printed materials currently available.

1. CRITICAL LITERATURE

The literature that provides a critical analysis of the existing educational process in contemporary society is numerous and varied. It is far more difficult today to find a proponent of the kind of mass education we deal in than to find someone determined to tear down the institution and start fresh. Few seem to support what Theodore Roszak would call "the machine-tooling of the young to meet the needs of our various baroque bureaucracies." Among the leading critics of contemporary education are Ivan Illich, Edgar Friedenberg and Paul Goodman.

Ivan Illich stands as one of the foremost critics of the schooling process in our society. As a theologian and an educator he purports that there is a futility in the schooling that our society so highly values and calls for a process of "de schooling" the society.

Edgar Friedenberg, in the Vanishing Adolescent, provides a critical look at the adolescent in the educational process. He maintains that during adolescence the youth learns who he is and what he really feels. It is a time during which he differentiates himself from his culture, but according to the culture's terms. It is a period for the "establishment of self esteem." This self esteem of adolescents according to Friedenberg is severely threatened by the school.

Paul Goodman is another critic of the existing educational process in contemporary society. He feels that growing up is now interpreted "as a process of socializing some kind of rather indefinite kind of animal, and 'socializing' is used as a synonym for teaching him the culture." The environment of the school has been where this socialization takes place and now this growing up is considered absurd. According to Goodman "the new come into an expanding economy that does not need people." He sees the system of education and socialization that is the matrix of adolescence as "compulsory miseducation."

2. REFORM LITERATURE

The second type of literature concerning alternative education is the theoretical consideration of a progressive reform of the school. The divergence of this perspective from a radically reconstructive orientation to the society as a whole is at the heart of major disagreements on philosophical and operational policies of alternative schools. As Lawrence Cremin maintains in The Transformation of the School, the Progressive Education Association had died and no matter how much the "conventional wisdom of the fifties" reflected progressive education, the slums, inequality and racism still cried out for alleviation. "Progressive education itself needed drastic reappraisal."

The difficulties in transforming the school are not new to the American experience. Michael B. Katz, in The Irony of Early School Reform, claims that the urban school in Massachusetts always added to the estrangement of the working class community. Katz maintains the early reform movements in education were seen as "a fine tonic" in the proper doses. "Too little, and prosperity faltered while deserving talent went unrewarded. Too much, and the intricate social organism no longer functioned properly."

The call for reform of school through possibilities in the alternative movement is suggested by Charles Silberman and Mario Fantini. Silberman claims that the failure of reform in education thus far is found in the fact that the reform movement has "produced innumerable changes, and yet the schools themselves are largely unchanged." Even though great amounts of money are poured into school districts for "Creative Expression Programs" and "Individually Prescribed Instruction" there is little in the way of creativity encouraged or individual initiative developed. Silberman maintains that "the system simply cannot accommodate the student who wants to strike out on his own...the whole system would break down!"

Mario Fantini believes that the alternatives concept in education can lead to "significant achievable reform, reform that does not scrap everything nor needs to impose new orthodoxy on others." He believes alternative schools have provided the training ground for new public school reform. Fantini sees the establishment of a system of public alternative schools to be a more promising and plausible way to school reform than any radical reconstruction. It would be "this stimulation alone (that) justifies the existence of free schools and establishes their role in the history of American education." Fantini further purports that reform of the urban school can be best achieved through community participation and control.

3. RECONSTRUCTIONAL LITERATURE

The third category of an overview of literature for the purpose of this study concerns the publications which deal with reconstructionism in order to facilitate and enable transformation to occur and provide examples of that change in demonstrated alternative schools. Theodore Brameld sees our society as involved in a "schizophrenic age" where internal conflicts, tensions and hostilities permeate the very fiber of our culture. He further maintains we are in a "crisis culture" which calls up philosophy "to exercise the highest possible integrity in order that our institutions, habits, and faiths may be scrutinized, reaffirmed, modified, or, if need be, thoroughly rebuilt."

By formulating a careful consideration of the theoretical need for teacher involvement in a radically reconstructed view of education, Maxine Greene contends that the teacher "can only act as co-investigator, as someone concerned to move others to act upon their freedom." She believes to think of educational reconstruction seriously is to "have in mind the possibility of creating a new, more desirable style of social life...enabling students to act effectively against inequities in American Society." Nobuo Shimahara provides a brief descriptive outline of the four elements of educational reconstruction. First, educational reconstruction will consist in its commitment to personal growth and self-actualization. Second, it will promote efforts to develop the student's capacity for otherness. Third, educational reconstruction will consist in a commitment to facilitating the transformation of present conditions into a new social reality. Finally, educational reconstruction will be oriented toward a global perspective.

In arguing the importance of a reconstructionist stance to the alternative education movement, Alan Graubard in *Free the Children* contends that education reform alone "could mean improving techniques for accomplishing what are now the generally agreed goals of the school... This approach does not question the basic forms and methods of schools and the kinds of socialization functions the schools help perform."

Radical School Reform edited by Ronald and Beatrice Gross is a comprehensive overview of radical and innovative themes in education written by radical and innovative authors. It does not say anything new or really transformative, but provides the reader with a broader sense of what is going on in alternative education.

"The death at an early age" that Kozol refers to in his descriptive publication tells of "the destruction of the hearts and minds of Negro children in the Boston public schools." In the "soul-drowning dreariness" of the school it cannot be unexpected that "motivation becomes the all-important obstacle when the material is so often a diet of banality and irrelevance which is not worth the while of a child to learn or that of a teacher to teach."

Although John Holt has long been identified with the theoretical considerations of public school reform, in his book *Freedom and Beyond* he takes a reconstructive posture toward the issue of societal transformation through alternative education. He discusses freedom and the natural "tensions" that should be continual in an alternative school. Holt is concerned with the meaning of choice in a free environment and with the issue of schooling and poverty.

In terms of literature that specifically facilitates the development of Black alternatives in education one needs to turn to Kenneth Clark or to be sensitive to the fact that Black children do not learn in public schools simply because they are not taught. Clark calls for "Alternative Public School Systems" to meet this need. A study entitled "Seven Schools: A Story of Community Action for Better Education by the Young Great Society Building Foundation" has been done concerning alternatives in an impoverished West Philadelphia Community. Also, a study entitled "African Free School Evaluation" is available from the Newark City School District in New Jersey. The study discusses curriculum and methodology of the African Free School. Drop-out schools are discussed by Adrienne Rich in an article, "The Case for a Drop-Out School." The article discusses the setting up and history of a store-front school in Manhattan.

4. EXPERIENTIAL LITERATURE

The fourth category of publications to be considered as part of the overview is the experiential literature that depicts varieties of alternative methods in education. Whether it be A.S. Neill, Sylvia Ashton Warner, or Herbert Kohl, their experiences of daring to seek alternatives are the cornerstone for the reconstruction of the educational process in our society. If

transformation from a culturological perspective is to become reality it begins in the experiences of persons willing to freely experiment.

Perhaps the one experimental work that has produced more discussion of alternatives in education than any other is A.S. Neill's *Summerhill*. In this descriptive book he gives the reader a view of "an island whose children play games with the town children, but whose educational aims are far apart."

In almost every critical analysis the needs of education a key factor is the teacher. In Teacher Sylvia Ashton-Warner maintains the need for creative teaching. In the teaching of Maori children her emphasis on the "organic" is central to her learning theory. The innate sense of children's having "inner vision" and a will to know are instinctive. "Organic reading for beginners is not new; it's our rejection of it that's new."

In terms of literature on alternative education that would seek to open new horizons in learning, John Holt emphasizes the need for freedom to learn as a natural element in a child. Holt presents a series of tactics and innovations that will aid students in demonstrating their own freedom, power and competence. Herbert R. Kohl, author of *Teaching the Unteachable*, *36 Children*, *The Open Classroom*, and *Reading, How To*, provides many practical examples and "real-life alternatives" in his publications. Kohl truly presents "a practical guide to a new way of teaching."

Taking the realization of Robert Coles to task, Kohl recognizes fully that a school teacher "can play it safe. . . can let the children know that he cares about facts only, or can take an interest in them as human beings. When the teacher dares to risk "there is no limit to the forms of writing that children will experiment with. . . drawn from their life and imagination."

Among other experiential descriptions concerning the needs for and varieties of alternative education include James Herndon's *The Way It Spozed To Be*. Herndon shares his experiences at "GW" and examines the many facets of teaching in the inner city. Although he dared to be open and experiment with alternatives he was declared "unfit for the position of junior high school teacher in any school."

Another experiential author is George Dennison who describes for the reader *The Lives of Children at the First Street School*. Dennison contends that the reason so many children fail lies in "our system of public education (that) is a horrendous, life-destroying mess."

As one looks at the establishment of specific alternative schools and subsequent literature many publications are available. Among them is *School Without Walls* by John Bremer. "The School Without Walls is conceived as a service organization whose function is to help the student as he pursues his own self-esteem." Donald R. Moore describes Chicago's experimental "school without walls." *In No Particular Place to Go: The Making of a Free High School*, Steve Bhaerman and Joel Denker relate their experiences as high school teachers helping to create a free school in Washington, D.C.

5. DIRECTORIES, MANUALS AND CLEARINGHOUSE INFORMATION

There are a great many directories, manuals and clearinghouse lists of alternative schools. It has been found that much information from these sources is inaccurate and unable to keep up

with changes that continually occur in alternative schools. However, to ignore these in terms of a review of literature would be to not recognize one most distinctive characteristic of the movement for alternative schools: that there should be a directory of alternative schools at all. "A collection of ideas and information on public alternative schools (is shared) with you in the hope that you will add to it and that together we can create better places to learn." These words are representative of the motivating concept for the National Alternative Schools Program of the School of Education at the University of Massachusetts. Their "Rationale, Readings and Resources" booklet provides information on specific schools, regional groups and publication.

Among other printed brochures and documents are the **Raspberry Exercises: How to Start Your Own School (and Make a Book)**, published in Freestone, California; **Alternatives for Education Manual**, published by Alternatives for Education at San Pedro, California; **A Guide to Alternative Education in the Bay Area**, published by the Center for Alternative Education in San Francisco, California; **Directory of New, Innovative Schools in the United States and Canada**, published by the New Schools Exchange in Santa Barbara, California; **The Teacher Drop Out Center's Lists of Innovative and Alternative Schools**, compiled by the Teacher Drop Out Center in Amherst, Massachusetts; **The New Schools: A National Directory of Alternative Schools**, published by the Cambridge Institute, Cambridge, Massachusetts; **Building System Information Clearinghouse Newsletter**, published by the Stanford University Planning Laboratory, Stanford University, California; and **Changing Schools**, a newsletter published by the National Consortium for Options in Public Education.

ALTERNATIVE EDUCATION-ANNOTATED BIBLIOGRAPHY

A. Problems In Education: The whys of alternative education - literature and media that provides a critical analysis of the existing educational process in contemporary society.

Blackboard Jungle (Motion Picture) Metro-Goldwyn-Mayer. Released by Loew's, 1955. 100 minutes, sound, black and white, 35mm. Rental: FNC.

The first Hollywood movie about the new trouble in American high schools - sex, violence, gangs, racial conflict and contempt for authority. When *Blackboard Jungle* was screened at the Venice Film Festival, it provoked a diplomatic protest from Clare Booth Luce, then American Ambassador in Rome.

- Broudy, Harry S., *The Real World of the Public Schools*. New York: Harcourt, Brace, Jovanovich, 1972.

Broudy maintains that the "attacks on the schools. . . reflect a maze of inconsistent motives and anomalous solutions." He offers criticism and comments both of the critics and of the public educational system. The question of how to initiate change "at a sufficient depth and on a sufficient scale to make a difference in the system" is presented as the ultimate question in American Education.

Children Without (Motion Picture) National Education Association, 1964. Made by Guggenheim Productions. 30 minutes, sound, black and white, 35mm., 16mm. Rental: NYU.

The inner city, the slums, occupied mainly by the rural dispossessed. The story centers around one such child and the school that is adapting to changing conditions in the community, which, in turn, demand of teachers a fresh approach to changing needs. The principal indicates some of the methods employed to educate children whose problems have become indifferent or apathetic concerning the value of education.

Friedenberg, Edgar A., *Dignity of Youth and Other Atavisms*. Boston: Beacon Press, 1965.

Armed with his strong sociological background, Friedenberg draws on hard facts for his criticism of American high schools. Educating students to any awareness of themselves is never tried, and impossible anyway because there is no respect for innate spirit. The book includes student essays plus essays by Clark Kerr, James Conant, Martin Mayer, Karl Mennheim, and others.

Friere, Paulo., *Pedagogy of the Oppressed*. Translated by Myra B. Ramos. New York: Seabury Press, 1971.

A revolutionary message about the difficulties and dignity of liberation. Couched within Friere's philosophy of the dehumanizing nature of class divisions (which he sees as the present Third World reality) is an educational plan centered in group problem-posing and solving. Friere indicts the traditional educator's stance of force-feeding and imposition. He is emphatic about the need for dialogue in education; he is against excess verbalism and blind activism, and is precise in his warnings.

- Textbook and/or library edition also available.

* *Gaines, Richard L., The Finest Education Money Can Buy: A Concerned Look at America's Prestige Schools. New York: Simon and Schuster, 1972.

The book is a great deal more than a "book." Its format includes much documentation in the form of letters from students as well as incidents from Gaines' career as a teacher at several prestige schools.

Goodman, Paul., Compulsory Mis-Education bound with Community of Scholars. New York: Random House, 1973.

Goodman describes "school monks," those over-schooled and over-schooling teachers and administrators who can offer no proof that their kind of education prepares anyone for anything. Their "educational democracy" looks suspiciously like regimentation, and Goodman calls on us all to reassess the purpose of schools and scholars.

Goodman, Paul., Growing Up Absurd. New York: Random House, 1960.

With a sharp feeling for the feelings of kids, Goodman investigates why they don't care. We are no longer what we set out to be. We have become a land of frauds and sniffs, so mesmerized by the intricacies of business and politics that we can no longer think of any alternatives; we cease to think at all. Goodman advocates a return to life based on real activity and achievement.

Herndon, James., How to Survive in Your Native Land. New York: Bantam Books, 1972.

A book about Herndon's life as a teacher in a public junior high school and about his students. He illustrates the irony of an educational system that takes bright children and, after forcing them to survive in their own way, labels them immature or under-achievers.

High School (Motion Picture) Frederick Wiseman, Released by Zipporah Films, 1969. 74 minutes sound, black and white, 16mm., Rental: OST, ZPH.

A cinema verite study of a suburban Philadelphia, mostly white, high school. Without narration and with a very slow, careful pace, the film studies English and language classes, gym, health, the processes of discipline, the interactions between parents and administrators, assemblies, even sex education classes. The film catches the raw force of teachers and administrators as they inculcate conformity, blind obedience, patriotism, domesticity, competition, and a general moral crassness.

* Holt, John., How Children Fail. New York: Delta Books, 1964.

Holt writes that children fail because they are bored, confused, or afraid. As a teacher aware of tactics used by children to meet or dodge demands, he recounts the difference between real and apparent learning and the ways in which schools fail. His conclusions are chilling and true. The failure of children to be all they can be - to be curious and creative - can be eliminated. Holt states that a child's natural style of learning is often immobilized or destroyed by home and school training. He advocates a complete reconsideration of society's attitudes toward children and its methods of educating them.

** Hard cover edition only

Holt, John., Underachieving School. New York: Dell, 1972.

For anyone who is interested and especially for parents concerned about their school children, Holt supplies a list of specifics that serve to indict the twentieth-century school. His alarm about the tyranny of testing, the college rat-race, and the failure of ghetto schools and reading programs is documented and genuine.

*** Jackson, Philip W., Life in Classrooms. New York: Holt, Rinehart and Winston, 1968.**

A discussion of what happens to children in school, especially those in the beginning grades. Jackson notes that children are in school a long time, in a fairly uniform setting, and are there whether or not they want to be. He remarks that even the younger student must learn to deal with "crowds, praise, and power," and that unnoted features of school life include "delay, denial, interruption, and social distraction."

Jimmy (Motion Picture) Walton Enterprises, Released by National Educational Association, 1966. 29 minutes, sound, black and white, 16mm. Rental: NYU.

The story of a searching and restless boy who becomes a high school dropout, not once but twice. In his sophomore year, Jimmy Davis dropped out of school but soon discovered that his freedom and future were limited by lack of education. Discussions with guidance counselor, teachers neighborhood employment center staff, and friends filmed as they happened.

Kirschenbaum, Howard, et al. Wad-Ja-Get? The Grading Game in American Education. New York: Hart, 1971.

The story of fictional Mapleton High School and how its kids, staff, and parents move reluctantly toward the abolition of grades.

Kohl, Herbert. Thirty-Six Children. New York: Signet Books, 1973.

One of the first books about a ghetto school by a gifted teacher. Kohl comes nose-to-nose with the reality of his own helplessness, for all his skills and for all his good will, and vows to keep on trying anyway.

Kozol, Jonathan. Death at an Early Age: The Destruction of the Hearts and Minds of Negro Children in the Boston Public Schools. New York: Bantam Books, 1970.

A chronicle of destruction. What happened to Kozol as a new teacher, his total frustration and humiliation, is nothing compared to the hopeless situation of his students. Kozol accuses the Boston School Committee of spiritual and psychological murder and seems to make the charge stand. The school committee offers no convincing evidence in its defense.

Leonard, George B., Education and Ecstasy. New York: Delacorte Press, 1969.

Leonard describes the different school systems that he knows and the mind-sets that produce them. He explores the human potential and is convinced that in most man-made environments, human potential is stifled rather than expanded. He believes education ought to be an exciting process that changes the learner.

Letter to a Teacher. By schoolboys of Barbiana and translated by Nora Rossi and Tom Cole. New York: Random House, 1971.

In a remote mountain village in Tuscany, a young priest, Don Lorenzo Milani, organized a school where the "slow and lazy" were made to understand or the "class could go no further." Eight of his pupils, ages 13-16 wrote an apt and remarkable indictment of both the Italian school system and the class system it perpetuates. The boys speak in a taut, collective first person. With both statistics and wit, they challenge the compulsory education system to educate the poor. Typical of their insights on failure is this: When one out of 32 pupils fails in a class, the teacher perceives the failure as a class fraction; but the one who has failed - he had only one teacher... "and she threw him out."

Marked for Failure (Motion Picture) National Educational Television, 1965. 60 minutes, sound black and white, 16mm. Rental: AIM, CAL, ILL, IND, MMM, NYU.

A report that focuses on the problems facing both educators and children in America's slum schools, Specifically, New York's Harlem section. The film illuminates the reasons why these children, mostly Black, are kept from the cultural and economic mainstream of society.

No Reason to Stay (Motion Picture) National Film Board of Canada, 1966. Released in United States by Encyclopedia Britannica Educational Corporation. 28 minutes, sound, black and white, 16mm. Rental: MCG, NYU.

Dramatizes the causes of school dropouts through the story of one youngster, Christopher Wood, a bright student who can find no reason for staying. His real life in school alternates with his fantasies about his teachers and their guilt of "boring to death thousands of innocent students." An incisive portrayal of some teacher attitudes toward youth and education which must be changed.

Otty, Nicholas. **Learner Teacher**. New York: Penguin Books, 1973.

Excerpts from the diary Otty kept while doing teacher-training and a probationary year of teaching, both in his native England. Otty is a gifted and sensitive teacher, but his colleagues at Grove End School are every bit as helpless as Kozol's and Herndon's appear to be.

Portrait of the Inner-City School: A Place to Learn (Motion Picture) Vision Associates. Released by McGraw-Hill Book Co., 1965. 19 minutes, sound black and white, 16mm. With guide. Rental: MCG, NYU.

Shows that the school can be a place for the inner-city child to learn and grow, or a place of confinement where the child is forced into failure and frustration.

Silberman, Charles E., **Crisis in the Classroom**. New York: Vintage, 1970.

An extensive, painfully illuminating, yet at times exhausting analysis of the American educational system. Silberman feels that the system is a complex of environments grown to become oppressive, sterile, and immune to children's needs. His stark picture of American education, from kindergarten to doctoral level, leads naturally to a challenge for change. For those who want a complete understanding of the policies, perversions, and possibilities of American education, Silberman's book is essential.

16 in Webster's Groves (Motion Picture) CBS News. Released by Carousel Films, 1966. 47 minutes, sound, black and white, 16mm. Rental: AIM, CAL, ILL, MMM, NYU.

Another portrait of an affluent suburban high school, drawn from a survey designed and administered by the National Opinion Research Center of the University of Chicago. Webster Groves, outside St. Louis, is 96% White. Two-thirds of its high school graduates go on to college. The CBS team surveyed the entire school body and discovered an atmosphere of extreme anxiety about grades and academic performance, a pressure generated by parents and furthered by the school. The film examines academic pressure and the stifling pressures for conformity in the entire community. It turns out that these sixteen year olds want security more than anything else. They dream of marrying and settling down across the street from their parents. The film chronicles the controlled world of these teenagers from school to accepted teenage hangouts where the staff monitors behavior through discreet techniques. A few of the teenagers were vaguely troubled and beginning to realize that beyond the security of Webster Groves there lies St. Louis, and beyond St. Louis . . . This is a film open enough to spark heated discussion, especially about class and the results of class upbringing.

Tolstoy on Education. Translated by Leo Wiener. Chicago: University of Chicago Press, 1968.

Written in 1852, these seven essays serve as a detailed criticism of traditional educational theory and endorse a freer, more humane classroom situation. The book includes a report on Tolstoy's experimental school, Yasnaya Poblyana.

To Sir With Love (Motion Picture) Columbia (British) Productions, London. Released in the United States by Columbia Pictures, 1967. 104 minutes, sound, color, 35mm., 16mm. Rental: COL, MCG.

Sidney Poitier is a Black teacher in an English school in the slums. Based on the novel of the same title by E. R. Braithwaite.

The Drop Out (Motion Picture) Mental Health Film Board. Made by Affiliated Film Producers. Released by International Film Bureau, 1961. 29 minutes, sound, black and white, 16mm. Rental: NYU.

When the film opens Joe has dropped out of school and is the envy of many former classmates because he has a job and a car. Through a series of flashbacks, the viewer sees Joe's discontent with senior high school, his boredom in class, and the efforts made by his counselor to persuade him not to leave school. The audience soon realizes that Joe's dislike of school began long before when he had reading problems in fifth grade. The film shows how a typical community, through remedial reading programs, work experience programs, and other educational activities, may tackle the drop out program.

The 400 Blows (Motion Picture) Francois Truffaut, 1959. Released by Films du Carosse/SEDF. 94 Minutes. Dyaliscope. Rental: JAN.

Francois Truffaut's first feature film. Jean-Pierre Leaud is a 12-year old boy who keeps getting into trouble at school and at home until he is finally institutionalized.

The Invention of the Adolescent. (Motion Picture) National Film Board of Canada, 1968.
28 minutes, sound, black and white, 16mm. Rental: MCG, NYU.

Through a combination of live footage, paintings and graphics, viewers are shown the changes that have occurred over the last four centuries in attitudes toward childhood and youth in western society.

The Way It Is (Motion Picture) National Educational Television. Made by Harold Mayer Productions. Released by National Educational Television Film Service, 1967. 60 minutes, sound, black and white, 16mm. Rental: AIM, CAL, IND, NYU.

Visualizes conditions in a ghetto school located in Brooklyn's Bedford Stuyvesant slums; three quarters of the students are Black, the rest, Puerto Rican. Focuses on a project of New York University to reach and teach seventh graders against great odds ranging from total indifference to contempt.

Up the Down Staircase (Motion Picture) Park Place Production, 1967. Released by Warner Brothers, 105 minutes, sound, color, 16mm. Rental: AUD, BRA, WSA.

Sandy Dennis, as a young, idealistic school teacher, gets turned around by a tough New York school.

Webster's Groves Revisited (Motion Picture) CBS News. Released by Carousel Films, 1967. 53 minutes, sound, black and white, 16 mm. Rental: CAL, NYU.

Six months after the shooting of 16 in Webster's Groves, on the night it was broadcast by CBS, the crew went back to the town to film the participants watching themselves and the school's and town's reaction to its portrait. The teenagers, open to the accuracy of their own portraits, feel that the first film has uncovered something real. Other people in the town, however, feel that they've been had.

Wees, W.R., **Nobody Can Teach Anyone Anything**. New York: Tower, 1972.

The first chapters make the point that education has not changed in 5,000 years. Because "thinking is learning, learning is doing, ergo, thinking is doing," Wees argues that the teacher ought to be an innovator, nurturing the mind of the child, and the child ought to be a "doer," not a passive receptacle.

B. The Movement: The whats of alternative education - literature and media that contain theoretical considerations of progressive reform.

"**Alternative Schools.**" Phi Delta Kappan, Special Issue (March 1973) 433-485.

The issue includes articles of analysis, criticism, and observation by Vernon H. Smith, Harry S. Broudy, Mortimer Smith, Mario Fantini, John Bremer, James Cass, and Robert D. Barr. Seventeen other authors present a sampling of school case histories and articles on teacher education.

Barth, Roland S. and Rathbone, Charles H. A Bibliography of Open Education. Massachusetts: Advisory for Open Education and Education Development Center, 1971.

A current bibliography of 265 annotated entries in both written and visual media about open education. The emphasis is on British primary schools. A list of publishers and distributors is included.

Brown, George I. **Human Teaching for Human Learning: An Introduction to Confluent Education.** New York: Viking Press, 1971.

Brown is one of Esalen's leading spokesmen for the new learning. The book derives from the Ford-Esalen project in affective education and draws heavily on the experiences of the teacher-participants in the year's work. The book is loaded with examples of how some gifted teachers have done the job, and it is impressive reading.

Center for New Schools. "Strengthening Alternative High Schools" **Harvard Educational Review**, Special Issue "Alternative Schools" (August, 1972) 313-350.

"The authors first present a case study of student involvement in decision-making at Chicago's Metro High School, emphasizing the influence of staff and student sub-groups, and the school program upon the development of the decision-making process. They then trace patterns of development common to alternative schools, criticising the notion of 'organic growth' with which many alternative schools begin. Finally, the authors propose a constructive, supportive role for research, evaluation, and feedback to strengthen alternative schools with a framework of shared analysis and decision-making." Harvard Educational Review.

Educational Alternatives: Options in Public Education. A post-conference report presented by the National Alternative Schools Program, University of Massachusetts, Amherst, Massachusetts.

The report includes addresses by Dwight Allen, Tom Wolf, Dave White, Mario Fantini, and Robert Barr. A list of resource people is also supplied.

Education U.S.A. Special Report. Alternative Schools: Pioneering Districts Create Options for Students. Arlington, Virginia: National School Public Relations Associates, 1972.

Differences between the public school alternative school movement and private free schools are examined. Sections on types of alternative schools, how to start one, finance it, and evaluate its program are featured in this report. An annotated four-page bibliography is included.

Fantini, Mario D., **Public Schools of Choice: A Plan for the Reform of American Education**, New York: Simon and Schuster, 1973.

In this first book exclusively on alternatives in education, Fantini argues that such alternatives would be most practical and successful within the public school system. Beginning with the alternative schools plan in Berkeley, he traces the nationwide rise of educational alternatives utilizing a number of original project proposals and reports.

• • **Farewell to Schools???** Edited by Daniel U. Levine and Robert J. Havighurst, Worthington, Ohio: Charles A. Jones, 1971.

A collection of essays on the role of formal education in contemporary society, divided into two parts. Part one contains four essays by Everett Reimer, Ivan Illich, Carl Bereiter, and Paul Goodman. Part two is a response to their thinking by Philip W. Jackson, John Ohliger, Mortimer Smith, Peter H. Wagschal, Robert J. Havighurst, Amitai Etzioni, and Maxine Greene.

• Featherstone, J. *Schools Where Children Learn*. New York: Avon Books, 1972.

Originally written as separate pieces for *The New Republic*, Featherstone's book begins by reviewing in detail the revolution in the primary schools of England. He sees the history and progress of these schools as a poignant example of how education can take the lead in altering an unsatisfactory social order. Featherstone goes on to give a series of fleeting accounts of such things as Herbert Kohl's class in Harlem, pottery classes and the search for standards in New Zealand, the street academies in New York, and community schools in Boston.

• Glasser, William. *Schools Without Failure*. New York: Harper and Row, 1969.

Glasser's explanation of how reality therapy can be applied to contemporary education. Children must be helped to avoid two common, and closely related, kinds of failure: the failure to love and the failure to achieve self-worth.

Graubard, Allen. *Free the Children: Radical Reform and the Free School Movement*. New York: Random House, 1973.

In the opening chapter, Graubard discusses the "freedom theory" of free schools, its historical antecedents and present-day proponents. Later chapters are concerned with describing the free school movement as it actually exists, differences and likenesses in various free schools, and how the current rapid growth of the free school movement affects education and society.

Holt, John. *Freedom and Beyond*. New York: Delta Books, 1973.

The first half of the book considers the structure, uses, and tensions of freedom. The later chapters are about reading, de-schooling, and the poor.

Illich, Ivan. *De-Schooling Society*. New York: Harper and Row, 1972.

Illich, the founder of the Center of Intercultural Documentation, contends that schools are designed to maintain and reproduce the established order by exploiting knowledge as a commodity.

Illich, Ivan, et al. *After De-Schooling, What?* Edited by Alan Gartner, et al. New York: Harper & Row, 1973.

A series of ten essays first published in *Social Policy* by Ivan Illich, Herbert Gintis, Colin Greer, Sumner M. Rosen, Judson Jerome, Arthur Pearl, Roy P. Fairfield, Maxine Greene, Neil Postman, and Ronald Gross that discuss ramifications of Illich's *De-Schooling Society*.

Kozol, Jonathan. *Free Schools*. New York: Bantam Books, 1972.

The author's experiences with parents he came to know while teaching in Boston. Its premise is that a concerned community can create an independent free school for its children. The major problem is getting through the second six months when the publicity has died down and work is just damned hard. Kozol has no use for the "idiot jargon of ecstasy and joy" or for rich kids who make pottery and bread. He believes in a "community of conscience," and in down-to-earth skills.

Lyon, Harold C., Jr. *Learning to Feel: Feeling to Learn*. Columbus, Ohio: Charles E. Merrill, 1971.

An argument for humanistic education that Lyon describes as a blend of cognitive (head) learning and affective (feeling) learning. It is also a very personal book, the work of an enthusiast whose voyage to humanism began at West Point and continued through Esalen, Dwight Allen's University of Massachusetts, and the United States Office of Education.

• Martin, James H. and Harrison, Charles H., *Free to Learn: Unlocking and Ungrading American Education*. Englewood Cliffs, New Jersey: Prentice-Hall, 1972.

The authors suggest the excision of a number of taken-for-granted in contemporary schools: K-12 grades, guidance and testing, physical education and health, fine and industrial arts, the library, vocational education. All but the first of these would survive, albeit in new forms as new institutions.

Open Classroom Reader. Edited by Charles E. Silberman. New York: Random House, 1973.

A comprehensive selection of material arranged judiciously in four parts. Part one describes existing American open classrooms and English infant schools. Part two describes the reasons and principles of open classroom education. Parts three and four delineate the teacher's role in the open classroom, what can be taught, and how it can be done.

Parsons, Tim. "The Community School Movement." *Community Issues* (December 1970), 3-79.

In six closely-written chapters, Parsons identifies several types of schools and school districts in the community school movement. He points out that community schools are not as unstructured as many free schools, although the majority use an open classroom approach. His study is based on field work in thirty community schools coast-to-coast, including schools in Wisconsin, Ohio, Texas, Arkansas, Arizona and Colorado.

• Postman, Neil and Weingartner, Charles. *Teaching as a Subversive Activity*. New York: Dell, 1971.

One of the earliest books heralding the "New Education" and damning the establishment. It talks about language, meaning, relevance, and the inquiry method.

Postman, Neil and Weingartner, Charles. *The School Book*. New York: Delacorte Press, 1973.

The authors discuss the school reform movement and some of the issues confronting public education. They articulate the many objections parents have to the public schools their children must attend. The book concludes with a list of issues, definitions, and critics concerned with the American public school system.

Reimer, Everett. School is Dead: Alternatives in Education. New York: Anchor Books, 1972.

Reimer has no use for school. He is even less comfortable with a society that he sees racing headfirst toward a lifeless and a mad finale. Reimer feels that children are being molded by schools to accept their society, rather than being educated to create a new one. He has revolutionary ideas for networks of learning that could exist outside schools. The networks appear to be both financially viable and educationally sound. He urges the reader toward new definitions of education.

Renfield, Richard. If Teachers Were Free. New York: Delta Books, 1971.

Teachers must be allowed to let pupils out of their curricular cage and, thus, let each individual learn according to needs and circumstances. Dr. Renfield explains his plan by imagining the town of Potseloo, a suburb of the City of Letlit. Potseloo inauguates free teaching and learning. It holds to educational objectives, but dispenses with grades and arbitrary judgments. In the latter part of this short book, Renfield argues that the same ideas can improve urban education, although he admits Black kids need much more than better schools to free them.

Walker, Penelope. Public Alternative Schools: A Look at the Options. Report prepared for the National Alternative Schools Program, University of Massachusetts, Amherst, Massachusetts: June 1973.

Fourteen public alternative schools are surveyed to illustrate the point that alternative schools are as varied as the communities that create them.

C. **Individual Schools and Programs:** The whens and wheres of Alternative Education - reconstructionist literature and media that facilitate and enable transformation to occur and provide examples of that change in demonstrated alternatives.

A Chance at the Beginning. (Motion Picture) WNDT, 1964. 29 minutes sound, black and white, 16mm. With discussion guide. Rental: NYU.

Demonstrates that pre-school training, particularly for children from educationally limited environments, provides a sound foundation for the development of each child's potential throughout the school year. Filmed in a Harlem school where an experiment in pre-school training is being conducted by the Institute for Development Studies of the New York University Department of Psychiatry in conjunction with the New York City Department of Education. Dr. Marton Deutsch leads a discussion with teachers being trained.

Bettelheim, Bruno. Children of the Dream. New York: Avon Books, 1971.

There's been plenty of criticism of Bettelheim and of this book, which he calls "a very personal, impressionistic report" primarily based on his study of one kibbutz in Israel. Many of the problems of communal relationships and communal education are brought into sharp focus.

Bull, Richard. Summerhill, U.S.A. New York: Penguin Books, 1971.

A focus on ten leading U.S. schools in the mode of A.S. Neill's Summerhill School in England. The book contains a generous number of pictures, and staff and student quotes. Matters such as the school as a community, self-government, parental roles, and most importantly, how an experimental education affects life outside school are discussed at length.

Dennison, George. *Lives of Children*. New York: Random House, 1970.

Dennison, four other teachers, and twenty-three students - Black, White, Puerto Rican - all from low-income families, many with severe learning and behavior problems - supply the material for this description of First Street School in New York City during 1964-65. The school is shown as a place where human relationships are the core of the learning process.

Elizabeth Clearners Street School. *Starting Your Own High School*. New York: Random House, 1972.

The students and staff who conceived and nursed an alternative high school tell the story of their baby. Opinions vary about the meaning of their school's first year, or how the place is to be valued, but these are the realities of a mostly White, mostly middle-class, urban situation.

Inside Out: Saving Our Upper Urban Schools (Motion Picture) Jack Robertson, 1970. 56 minutes, sound, color, 16mm. Rental: NYU.

This film contrasts the appalling education provided in ghetto schools in New York with the Parkway Program's experimental school in Philadelphia.

Neill, A.S., Neill, Neill, Orange Peel: *An Autobiography*. New York: Hart, 1972.

With much wit and affection, the famous headmaster of Summerhill School traces his life and the influences which helped him found the school and keep it going. He expounds on his radical ideas on education, sex, politics, psychology, and discusses the future of Summerhill. The volume also contains an interesting album of photographs, an appendix of Neill's letters to newspapers, and passages from a Dominie's Log that reveal his educational concepts date from as early as 1915.

O'Gorman, Ned. *Storefront: A Community of Children on 129th Street and Madison Avenue*. New York: Harper & Row, 1970.

O'Gorman establishes a storefront study and daycare center in the "city of the dispossessed" and stocks it with his aunt's oriental rugs and Chippendale chairs.

Skutch, Margaret and Hamlin, Wilfrid, G. *To Start a School*. New York: Brown & Company, 1972.

Skutch and Hamlin know too much about the diversity of kids and their needs to author a how-to-do book about starting a school. Theirs is a complete how-we-did-it-book concerning the Early Learning Center, a pre-school in Stamford, Connecticut. Anecdotes about the school are combined with an educational theory that has struggled with the dualisms of work and play, order and freedom, architecture and nature. There are pragmatic clues about how to begin and what to look for beyond the beginnings

Summerhill (Motion Picture) National Film Board of Canada, 1967. 28 minutes, sound, color, 16mm. Rental: MCG.

A visit to a school without fixed rules, where no one studies except as he wishes, and where each student is his own master. A coeducational English boarding school, Summerhill was founded by A.S. Neill forty-five years ago. In the film, he explains his objectives. His methods can be seen in the activities of the children at work and at play. "School, he says, should put preparation for life ahead of learning."

What They Want to Produce, Not What We Want to Become (Motion Picture) Canadian Broadcasting Corporation. 56 minutes, sound, black and white, 16mm. Rental: EDC.

A film in two parts: part one criticizes contemporary schools and part two explores three radical alternatives, including Everdale Place and Summerhill. Lots of interviews with students alternate with some interviews with teachers aware of the dangers of regimentation. The students are lively, as always, full of horror stories about previous schools - stories that are clearly not fiction.

D. Practical Guides: The hows of Alternative Education - experimental literature and media that portray varieties of alternative methods and techniques in education.

Alternative Schools: A Practical Manual. Center for Law and Education at Harvard University, Cambridge, Massachusetts: January 1972.

All the legal requirements, problems and options that one ought to know when starting a school in Massachusetts. Despite the variance in law from state to state, this manual provides the reader with a sense of what questions ought to be asked when dealing with lawyers and government anywhere.

Bennett, Hall. No More Public Schools. Berkeley, California: Bookworks, 1972.

A simple, basic, down-to-earth, how-to-do-it book. How to take your child out of public school, and how to set up different types and sizes of alternative schools (including the ultimate alternative non-school).

40 Projects by Groups of Kids. New York: National Commission on Resources for Youth, 1973.

Mary Conway Kohler, Director of the Commission, writes that the forty projects in this book, "suggest some of the ways to provide teenagers with learning experiences that meet their own particular needs and, at the same time, offer a genuine and necessary service to the community - a visible work product." The projects are each presented in proposal format with a statement of purpose, benefits, possible sponsors, etc. Each model is illustrated with a description of an actual project.

Greenway, Robert and Rasberry Salli. Rasberry Exercises: How to Start Your Own School and Make a Book. Berkeley, California: Freestone, 1970.

An old standard of the alternative school movement. This book is a collection of writings, drawings, photographs, and diagrams which might help in starting a school.

* **Holt, John. What Do I Do Monday?** New York: Delta Books, 1970.

A how-to-do book on the practical aspects of teaching that includes "learn by doing" and "touch by trying" exercises a teacher can use to release a child's self-respect.

Kohl, Herbert R. The Open Classroom. New York: Random House, 1970.

The book is a practical guide to creating an environment of constructive classroom freedom. Kohl proposes a way of beginning the year, how to plan lessons, what to do about discipline and administration.

Kohl, Herbert R., Math, Writing, and Games in the Open Classroom. New York: The New York Review, 1974.

In Part I Kohl discusses techniques to encourage creative writing in the elementary classroom and presents examples of student work that resulted from such techniques. Also included is a section on oral storytelling. Part II deals with the creation adaptation and utilization of games most of which can be used to teach math in the classroom. Both Part I and Part II are followed by annotated bibliographies of related books and materials. Although Kohl utilized the techniques he discusses in open classrooms most would be useful in conventional environments.

* **Postman, Neil and Weingartner, Charles. The Soft Revolution: A Student Handbook for Turning Schools Around.** New York: Dell, 1973.

A handbook aimed at students from fifteen to twenty-five who want to do something about their plight other than bemoan it or blow up the school.

Rationale, Readings, Resources. Report prepared for the National Alternative Schools Program. University of Massachusetts, Amherst, Massachusetts.

A resource handbook for public alternative school programs. The brief introduction is followed by a directory of public alternative schools in New England, a directory of alternative school resource centers and information clearing houses, and an annotated bibliography of useful publications.

Schrank, Jeffery. Teaching Human Beings: One Hundred One Subversive Activities for the Classroom. Boston: Beacon Press, 1972.

Literally hundreds of recommended games, exercises, books, and films having to do with the human "self" and recommended by Schrank. There are major sections on sense education, hidden assumptions, violence, drugs, and death.

Theroux, John. **Financing Public Alternative Schools. Report prepared for the National Alternative Schools Program, University of Massachusetts, Amherst, Massachusetts.**

The report is short, only fifteen pages, and is a convenient checklist of alternative schools fiscal planning.

E. Periodicals and Clearinghouses:

Alternatives for Education Newsletter. Published by Steve and Thea Clark, Box 1028, San Pedro, California 90733. 12 issues a year, subscription rate for parents, students, alternative schools \$5.00; libraries, institutions, colleges, \$10.00; outside U.S.A. \$12.00.

A newsletter generally oriented to California's free and alternative schools, but with other features.

Big Rock Candy Mountain. Published by Portola Institute, 115 Merrill Street, Menlo Park, California.

A learning-to-learn catalog of ideas and methods. It is now out of print; however, back issues may be ordered from Dell Publications, New York.

Changing Schools: An Occasional Newsletter on Alternative Public Schools. Published by the Educational Alternatives Project, Indiana University, Bloomington, Indiana 47401, in cooperation with the National Consortium for Options in Public Education. 4 or more issues a year, subscription rate \$3.00.

A newsletter directed to fill an information gap for alternative schools within the system.

DeSchool Primers. Published by Zephyros Education Exchange, 1201 Stanyan Street, San Francisco, California 94117. Cost per issue varies.

Individual publications designed as teachers' lesson plans for use in presenting various concepts and exercises, e.g., useful and new reading and writing examples; how does the imagination work; what is violence and what are its forms; games, body movements, and so forth.

Edcentric. Published by the United States National Student Association, 2115 "S" Street, N.W., Room 301, Washington, D.C. 20008. Individual subscription price for 8 issues is \$5.00; institutions, 8 issues for \$8.00.

Each issue contains a section on movement activities and a resource directory. Book reviews and notes on current events are included along with feature articles on alternative forms of education.

e.e.c. news. Published by Education Exploration Center, 3104 - 16th Avenue, S., Minneapolis, Minnesota 55407. 12 issues a year, subscription price \$5.00 (includes quarterly journal).

E.E.C. is a clearinghouse for information on alternative education. Its monthly newsletter is generally concerned with local Twin Cities' news and reviews of current publications. It is supplemented by the center's quarterly journal.

Individual Learning Letter. Published by T.I.L.L., 67 East Shore Road, Huntington, New York. 11743. 18 issues a year, subscription price \$40.00.

Newsletter format in eight pages with short articles on schools, resources, and workshops concerned with individualized instruction methods, flexible scheduling, accountability, and other topics.

Innovative Education Newsletter. Published by Innovative Education Coalition, 1130 N. Rampart Street, New Orleans, Louisiana 70116. 12 issues a year, free.

A forum for New Orleans area workers seeking constructive changes in education. Includes local news and general features on educational reform and alternatives.

Learning: The Magazine for Creative Teaching. Published by Education Today Company, 530 University Avenue, Palo Alto, California 94301. 9 issues a year, subscription price \$10.00.

A magazine with feature articles by professionals and lay persons alike. Articles range from teachers' union activities to English infant schools. The magazine's general readership is not limited to teachers in alternative education, and reader suggestions on specific classroom projects and techniques reflect this diversity of interest.

New Schools Exchange Newsletter. Published by New Schools Exchange, Box 820, St. Paris, Ohio 43072. 20 issues a year, subscription price \$10.00.

Provides national bulletin board for teachers, students, and schools to enable them to find each other. Occasional book excerpts and other items.

No More Teachers Dirty Looks. Published by Bay Area Radical Teachers' Organizing Collective (BARTOC), 388 Sanchez, San Francisco, California 94114. Individual subscription price \$3.00 for 4 issues; libraries and institutions, \$6.00 for 4 issues.

A national magazine for teachers published by a group of teachers, ex-teachers, and prospective teachers. Recent issues have included articles on teaching controversial material, the politics of guilt and resource materials and approaches for such traditional subjects as U.S. history, reading, and writing.

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Mt. Vernon, New York 10550
(914) 664-5051

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